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ABSTRACT

Two secondary social studies units, parts three and four of a series of four, contain classroom activities that help students recognize the role of superordinate goals in ethnic conflict. Objectives are to help students understand ethnic conflict within a nation in a political context and become aware of the common problems faced by ethnic groups of other nations. Each unit is a tightly sequenced series of activities that require teacher direction. In unit one, students first form two groups and create symbols and ways to maintain their group identity. Then, they play competitive games--tug-of-war and a fast recall quiz game--designed to further accentuate differences and create group conflict. In the third activity the two groups are equally threatened by "outsiders" and given an opportunity to temporarily transcend their unique group interests. Through a case study students compare their experiences from the first three activities with an experiment conducted in Oklahoma. The culminating activity in unit one is a game which involves students in playing the roles of members of ethnic groups and members of a national legislative body. In the second unit, students consider the implications of population growth for future immigration policy in the United States and sort out and rank, in order of importance, key characteristics of national minorities in the world today. (Author/RM)

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ETHNIC CONFLICT
and
ETHNICITY AND GLOBAL ISSUES

Ethnic Heritage Studies Project

Two Units

ETHNIC CONFLICT

Ethnic Heritage Studies Project

An Experimental Unit

Developed by Gary R. Smith

Prepared by the Center for Teaching International Relations

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ETHNIC CONFLICT Teacher's Introduction

This unit consists of two parts. Part I attempts to help students recognize the role of superordinate goals in ethnic and group conflict. Part II simulates ethnic conflict within a nation in a political context.

Part I: ETHNIC CONFLICT AND COMMON GOALS

One problem with focusing on ethnic differences is that it might imply that ethnic groups can and always should function apart from each other, each with its own particular set of political and social ends. By implication this concentration on differences neglects the fact that ethnic groups do function and cooperate with others in a society.

What would happen, for example, if the United States were suddenly attacked by a foreign power? What if the existence of the nation was in question? Would such a national crisis preclude the interests and aims of ethnic groups (or any other groups, for that matter) were they to conflict with national interests?

Part I of this unit is designed to stimulate thinking and discussion about ethnic conflict and the role of superordinate goals. Succinctly, the materials ask, how can an ethnic group retain its unique consciousness and still function with other groups when faced with a dilemma common to all groups? Several assumptions underlie this section of the unit:

1. If two groups of people compete with each other, they will develop unfavorable attitudes toward one another

2. If the two groups become hostile towards one another, mere contact will not promote cooperation.

3. If the two groups are placed in a situation requiring the talents and resources of both groups, cooperation of some sort will result, provided each group perceives the goal of the situation to be beneficial to itself.

4. It is possible for a group to retain elements of its group identity, yet cooperate with other groups to attain goals that are beneficial to all groups.

Part II: COPING: SIMULATING ETHNIC CONFLICT

As a progression from Part I, this section contains a simulation which infuses the role of political systems into ethnic conflict. Students are given an opportunity to examine the factors that influence ethnic conflict and reconciliation within a political context.

Unlike ETHNICITY AND ME and ETHNICITY IN MY COMMUNITY AND NATION, this unit is a tightly sequenced series of activities necessitating more teacher direction and intervention. Accordingly, the activities are teacher-directed.

The set of activities in Part I are based on the following works: Muzafer Shafer's experiments in group conflict; Margaret Jarman Hagood and Daniel C. Price, STATISTICS OF SOCIOLOGISTS, revised edition (New York: Sidney Holt and Company, 1953), pp. 14-17; "Images of People" episode from SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (Rockleigh, N.J.: Allyn and Bacon, 1969), Instructor's Guide, pp. 38-39 and Student Booklet, pp. 17-23; "Organizations Among Nations," AEP Public Issues Series (Columbus, Ohio: Xerox Corporation, 1969), pp. 55-58.

Overview of Activities

Part I

46. GETTING OUR GROUP TOGETHER - Two groups of students create symbols and ways to maintain group identity.

47. COMPETITION - The two groups play competitive games--tug-of-war and a fast recall quiz game--designed to further accentuate differences and create group conflict.

48. COOPERATION - Given a situation in which both of the groups are equally threatened by "outsiders," this activity offers an opportunity for the groups temporarily to transcend their unique group interests.

49. REFLECTION - Discussion guide to sort out feelings and formulate new hypotheses about group identity within the context of a larger society.

50. ANALOGY - Robber's Cave case study is used as a parallel example for this section of the unit.

Part II

51. COPING - Introduction, rules and play of the game.

52. DEBRIEFING - Format is provided for students to discuss the interaction during the game and analogies to real world ethnic conflicts.

Part I: ETHNIC CONFLICT AND COMMON GOALS

Title GETTING OUR GROUP TOGETHER

Introduction

The following role-play places your students in two arbitrarily chosen groups. Each group is given a set of tasks designed to instill a sense of group solidarity and identity in its members. Opportunities are provided to "ham it up" and devise symbols and language exclusive of other groups.

Objectives

To recognize the power of group solidarity and the role of symbols in developing feelings of "oneness"

To recognize under what circumstances groups become exclusive of other groups

Time One class period

Setting and Materials Required

Two separate rooms for each group (at a minimum you should be able to isolate two corners of your classroom so that students in one group cannot see and hear the students in the other group; you may find that students insist on having two separate rooms); construction paper, marking pens, scissors, and rolls of masking tape for putting on symbols.

Procedure

Step 1: Introduce students to the unit by explaining that for the next 3-4 days they will be participating in an experiment designed to emphasize some of the dimensions of ethnic conflict. Divide the class into two groups; we suggest that you simply have students count off by twos, then ask all the "ones" to form one group and all the "twos" to form the other.

Step 2: Explain to both groups that they will be given a list of tasks to perform in a few minutes and that each group will have the same list.

Step 3: Guide each group to a separate room or area of the classroom. Explain to each group that there will be 30 minutes in which to complete the list of tasks. Distribute the Handout entitled "Group Tasks." Allow 30 minutes before going on to Step 4.

Step 4: Bring all students back together again. As they enter the room, tell them they may sit any place they like. When they are all seated, ask the following: Were either of the two groups unable to accomplish all of the tasks? (If so, you might consider allowing additional time at the beginning of next period to complete the list.)

During this final five to ten minutes of the period, jot down observations regarding what you see to be developing as inter-group rivalry or feelings. (Did the groups tend to sit with members of their own kind? Was there any reference to the other group that was derogatory? Etc.) Tell the students that tomorrow they will be participating in some games involving competition between the two groups.

GROUP TASKS

During the next 30 minutes you and the other members of your group should accomplish the following tasks. All decisions should be reached by group consensus, in other words, decisions must be satisfactory to most everyone in your group.

There are six things for your group to decide upon:

(1) Choose a name for your group.

(2) Choose a symbol for your group. Using the construction paper and pens, make up badges with the symbol on them and distribute to all in the group to wear.

(3) Make up a slogan for your group.

(4) Devise pass words or secret words for members of your group (3 or four key words will do).

(5) Make up at least 2 jokes about people who are not members of your group.

(6) Decide upon a common mode of clothing to wear for the next 3 days--something that will identify you as members of the same group. (optional) (Suggestion: If your group would like to, you might have a silkscreening party. Using old T-shirts, your group could silk screen their symbol or a certain slogan on them and wear them the next three days to identify group members.)

Title COMPETITION

Introduction

During the course of this activity the two groups formed in GETTING OUR GROUP TOGETHER participate in two competitive games to present the class with experiences in intergroup competition.

Objective

To emphasize that mere contact does not promote understanding and harmony

Time 1 class period

Materials

One piece of strong rope, about 25' in length (If possible, acquire from PE teacher). Push desks back against the walls. Draw a line in the middle of the floor with a piece of chalk to prepare for the tug-of-war contest.

Procedure

Step 1: Once again, instruct the two groups to meet in their respective rooms for about 10 minutes. Distribute copies of Handout 47:2, "Games" to members of both groups.

Step 2: Allow about 15 minutes for each of the two games to be played.

Step 3: Distribute copies of the Attitudes Survey, Handout 47:3. Instruct students to circle their responses within the next five minutes.

Step 4: Homework for selected students: A group of students should compile results of the questionnaire and construct a bar graph as noted in Handout 47:4, "Tabulating the Survey."

GAMES

During this class period you and other members of your group will form a team to participate in two games with the other group in the room. After each game, your teacher will declare the winner!

Game 1: TUG-OF-WAR - This old game is the one where two teams pull on opposite ends of a rope to see which team can pull the other over a center line first. Your teacher has pushed back your desks and drawn a line in the center of the room for purposes of playing the game. You may handle this task by electing a leader or someone to spur on your team. Good luck, and may the best team win!

Game 2: QUICK ANSWER QUIZ - This game is based on the old TV show, College Bowl. Your teacher will open your class textbook or an encyclopedia and ask a series of 10 questions of both groups. Each right answer is worth 10 points. Each wrong answer is worth -5 points. You must choose a spokesman for your group. He or she will confer with the rest of the members of your group to arrive at the correct answer to each question after it is asked. RULE: your spokesman is the only one designated to speak for you; answers blurted out by other members of your group will constitute a penalty and five points will be deducted from your score. As soon as your team has decided upon an answer, your spokesman should raise his/her hand to be recognized by your teacher. The team responding first, gets first crack at the answer. The winner of the 10 question contest will be the team who scores the most points. Good luck, and may the best team win!

ATTITUDES SURVEY

After having experienced the past two class periods, please respond to the following short questionnaire by circling the answers you wish. Fill in the name of the other group in the appropriate blanks.

(1) How many of the _______________ do you think are fair when they play the game?

None A Few Some Most All

(2) How many of the _______________ do you think are trustworthy?

None A Few Some Most All

(3) How many of the _______________ do you think care about the kids in your group?

None A Few Some Most All

(4) How many of the _______________ do you feel are friendly to your group?

None A Few Some Most All

TABULATING THE SURVEY

Compile the results of the survey for each group separately. Make two sets of charts, one set for each group's views of the other. Be prepared to draw the bar graphs on the chalkboard for the class tomorrow.

Step 1: Count up the number of responses marked "None", "A Few," etc. for each question.

Step 2: Convert the numbers compiled in step one to percentages of the whole group (not of the whole class!).

Step 3: Make a chart like the one below for each of the four questions:

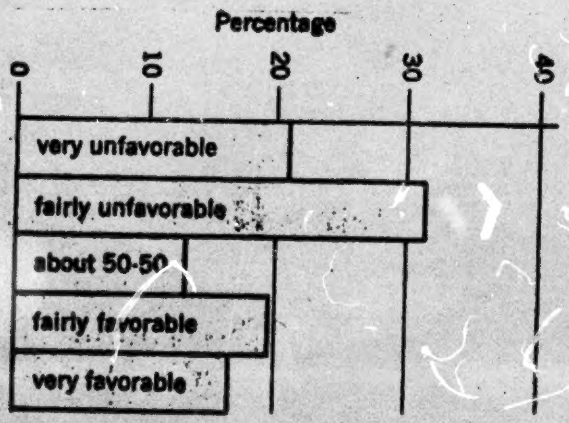
Question 1: Sample:

How many of the ___________ do you think are fair when they play games? Categories:	What the (Dogs) think of the (Cats) Percent of Answers	What the (Cats) think of the (Dogs) Percent of Answers
None	21.2%	36.5%
A Few	31.8	40.4
Some	12.1	7.7
Most	19.7	9.6
All	15.2	5.8
	100.0%	100.0%

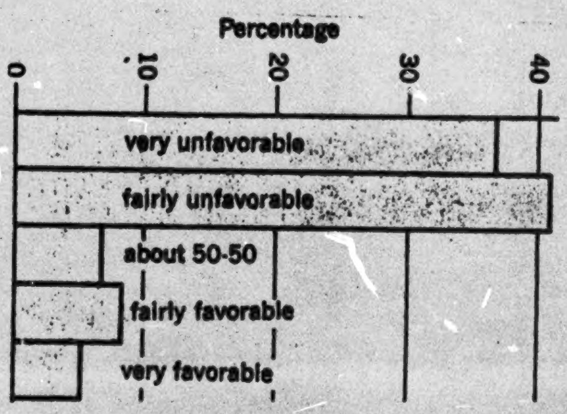
Step 4: Convert each of the categories as follows:

None = Very Unfavorable A Few = Fairly Unfavorable
Some = About 50-50 Most = Fairly Favorable
All = Very Favorable

Then, using these new categories, make bar graphs for each question as shown below:



Question 1: What the Dogs think of the Cats--"Favorableness"



Question 1: What the Cats think of the Dogs--"Favorableness"

Title COOPERATION

Introduction

During this class period groups will again have a chance to make contact and communicate. This time, however, the tasks you will give the class will require the resources and talents of both groups. In other words, we have set up goals that are mutually beneficial to both groups. Will your groups become more harmonious and cooperate under these circumstances?

Time One Class Period

Objectives

To recognize circumstances under which cooperation might be more beneficial than conflict or competition

To infer and make application to ethnic groups in conflict some of the generalizations emerging from the activities

Materials

Enough 1" squares of construction paper for all members of the class; it would be a good idea to make these out of construction paper--the respective colors of the squares should correspond with the respective colors chosen by each of the two groups; 2 dozen fresh donuts.

Procedure

Step 1: Separate the two groups again into their respective rooms. Explain to both groups that during this period they will be attempting to accomplish some goals that will prove beneficial to them.

Step 2: Bring the two groups back together again and distribute the colored squares.

Step 3: Bring out the box of donuts and explain to the group that the groups must figure out a way to purchase the donuts with their squares.

RULES:

A Total of 3/4 of all the squares of both groups is necessary to purchase the donuts.

No donuts will be issued unless at least 3/4 of the squares are presented to the teacher for purchase.

The box may not be purchased in part. The entire box can be sold, but no part or parts of it can be sold. **THE DONUTS MUST BE PURCHASED IN THEIR ENTIRETY!**

(It would be a good idea to list the above rules on the chalkboard.)

Step 4: (Optional)
If you can arrange it, invite another class to have a tug-of-war with one or both of the two groups in the class. The main point here is: Are the groups willing to put aside their differences, form new loyalties, and therefore, supersede their former identities? Let students choose whether or not they feel it is necessary to cooperate on this task.

Title REFLECTION

Introduction

Below is a series of follow-up questions designed to tie together the experiences in the unit with some key concepts related to conflict, cooperation, ethnicity and superordinate goals.

Time One Class Period (NOTE: It would be a good idea to begin this debriefing session during the last part of the period when you complete COOPERATION.)

Objectives

To apply the group and class experiences to ethnicity and cooperation and conflict

To reflect upon some notions about the circumstances under which different groups might cooperate

Procedure DEBRIEFING QUESTIONS FOR THE UNIT

1. In what ways were your experiences in this unit like real life? Unlike real life?

2. Did the activities in COOPERATION cause you to see the need for cooperation with the other group? Do you think your attitudes changed after this activity?

3. Explain the results of your group's responses to the questionnaire.

4. In what ways was your group like an ethnic group? (ways of doing things; special mannerisms in language; sense of belonging and feeling of "we-ness"; association with other members of your group was positive, with other groups, perhaps, negative; etc.)

5. What if members of the class were from very different racial and ethnic groups--if you divided the class along racial or ethnic lines would this heighten the degree of group solidarity and inter-group rivalry? Why or why not?

6. Did leaders emerge in your group? How important were they (was he/she) to your group? What function did they serve?

7. Did you try to protect a certain section of the room, or your room from "invaders"?

8. Did your group want to keep secrets from the other group? Why or why not?

9. Which members of your group were most anxious to promote conflict and competition in the COMPETITION activity? Which ones wanted to promote cooperation with the other group in COOPERATION? Explain.

10. What things might, say, Whites and Blacks do to promote cooperation with each other? (eliminate poverty and inflation; "tackle" environmental problems; etc.)

11. Does mere contact with another group promote understanding? Explain your answer.

12. Did the competitive games promote cooperation between the two groups? Why or why not?

13. What words and phrases were used to describe the other group? One's own group?

14. Did one of the groups exhibit a more hostile attitude towards the other group in the survey than vice versa? Why?

15. Do you think communication promotes cooperation? What kinds of communication and under what circumstances?

HAVE STUDENTS REACT TO THE FOLLOWING STATEMENTS:

Ethnic groups can and do sometimes put their own group's interests aside for the benefit of a larger group. Agree? Disagree? Explain your answer.

There are many things that different ethnic groups cooperate on in our country. Agree/disagree?

It is possible for ethnic groups in our country to live and reside in isolation from one another. Agree/disagree?

It is possible for ethnic groups to work together with other ethnic groups and still retain a separate identity. Agree/disagree?

Title ANALOGY: THE ROBBER'S CAVE EXPERIMENT

Introduction

The following reading is included as a culminating exercise in which students compare their experiences in this unit with an experiment conducted in Oklahoma.

Time One Class Period

Procedure

Step 1: Distribute copies of the Handout, "The Robber's Cave Experiment."

Step 2: Allow about 20 minutes for reading time.

Step 3: Follow-up questions:

A. What were the differences between the Robber's Cave experiment and the activities conducted in class? What were the similarities?

B. Can you draw conclusions regarding the following? If so, write them down.

Rival groups can find areas of cooperation. What are these areas?

Contact can help reduce intergroup rivalry. What kinds of contact?

Ethnic groups can develop negative attitudes toward each other. Under what circumstances?

It is possible for ethnic groups to maintain a sense of identity and autonomy within the context of a nation of many other ethnic groups. Under what circumstances?

Reading is from "Organizations among Nations: Friction and Harmony at Robber's Cave," AEP Public Issues Series, 1969, pp. 55-58. Removed by ERIC due to copyright laws.

Part II: COPING: SIMULATING ETHNIC CONFLICT *

Title COPING

This simulation game introduces students to ethnic conflict in a society as expressed in the political system. Students play the roles of members of ethnic groups and as members of the nation's legislative body. The players make demands based on their group's goals and then vote on the demands to improve their ethnic group's position in society. In debriefing the game students examine and analyze the many factors that determine and influence ethnic conflict.

Objectives

To increase student knowledge about the functions of the political process in a multi-ethnic society

To give students the opportunity to develop political bargaining skills

To improve comprehension of the rationale behind the nature of ethnic demands

To provide the opportunity for students to act out the processes involved in ethnic conflict situations

To increase student understanding of what it can mean to be a member of an ethnic group in a multi-ethnic society

Time Two Class Periods

Materials

All materials are included in the game manual. You will have to supply poker chips or cards to represent the 100 power cards used in the game.

Procedure

Read all of the teacher background materials and familiarize yourself with the rules of the game. Go over the basic rationale of the game with students.

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[*] This game was authored by Steven Lamy, and edited by George Otero and Gary Smith.

The purpose of this game is to allow students to explore conflict by playing the roles of members of an ethnic group and by participating in the political process for resolving or escalating ethnic conflict in a nation-state context.

Play as many voting rounds as you can. The minimum time that should be spent in this aspect of the game is 1 hour. The third day should be spent debriefing the game. Here you will try to decide which group won. The group that wins is the group that does the best job of meeting the goals of their ethnic group.

Set up equipment and materials needed for the game. Be conscious of chairs, spacing, and noise factors in setting up the game.

Assign roles to the students and explain these roles, the nature of the game and the rules. This should take about 15-25 minutes.

What real life situation does the game simulate?

This game simulates the distribution of the resources of a multi-ethnic society through the political system. The game is organized to involve students in bargaining and decision-making in a situation best described as one of ethnic conflict. Most nations of the world are made up of two or more ethnic groups. These groups work out many different ways to distribute the resources, goods and services of the nation. The ways ethnic groups cope with each other through the political process is the subject of this game.

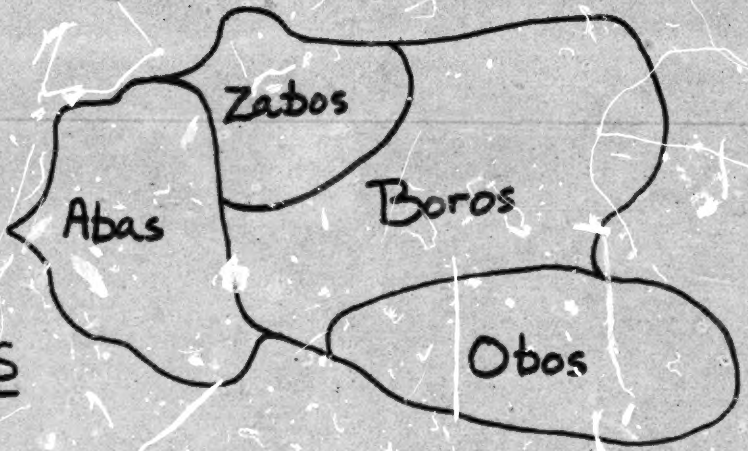
What is the object of the game?

The object of the game is for students to meet as many of the goals of their ethnic group as they can. Since the goals of the various groups are not similar or complimentary, a conflict situation arises when each group attempts to meet its own goals, often at the expense of the other groups.

What does each of the materials represent?

Players need few materials to play the game. Each has a name tag signifying the ethnic group to which he or she belongs. This tag represents ethnic as well as political affiliation. The ethnic group profiles contain the characteristics and goals of each particular ethnic group. Each player must be aware of the unique characteristics of his group in order to play the game successfully. These profiles include goals that each ethnic group will try to accomplish during the game and descriptions of the strategies the groups may wish to

ZABROS



The four ethnic groups are:
1. Zabos
2. Abas
3. Boros
4. Obos

Game Description

Each of these groups has a distinct culture with its own set of values, beliefs and behaviors, which are maintained by symbols of the culture. Each group has its own language, its own religion or denomination, and its own customs unique to its cultural heritage. In addition, each group maintains (or tries to) its own territory.

As members of a hypothetical ethnic group, students share a common bond. This bond is composed of fundamental beliefs, issues of right and wrong, definitions of what rules should be followed, priorities, goals and values, all of which the group sees as distinctive from those of other groups. Moreover, each group sees itself as a collective, a separate group within a larger society--i.e., Zabros. As a nation the four groups come together only when it seems more efficient in meeting the demands of a nation.

Although each group shares some characteristics with other groups (for example, a rather weak national affiliation), they are quite different when it comes to political aspirations. The game explores four basic ethnic political orientations. These are described in the profiles.

When nations like Zabros exist, ethnic conflict is difficult to avoid. One needs only to read the newspapers to document this (see activity "Ethnicity in the World" in the ETHNICITY IN MY COMMUNITY AND WORLD unit). This conflict is usually dealt with in the political arena, especially the legislature.

Coping - Teacher Information

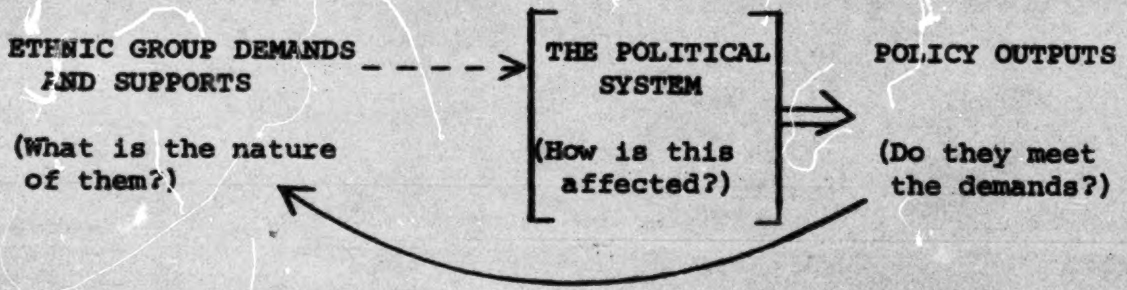
The object of this game is for players to develop a bargaining position in the political system that will allow them to meet the goals of their ethnic group. The group that does the best job of meeting its goals will be the winner of the game.

Most nations in today's world can best be described as multi-ethnic societies. Often political issues involve ethnicity in these societies. This game explores some typical aspects of ethnic conflict in a multi-ethnic society.

At the beginning of the game each group has unique needs and interests as described in the profiles. Each group begins with power cards which represent relative power in the political system. All profiles and card distribution ratios were determined by combining factors that actually exist in multi-ethnic societies, especially in those of Western Europe.

The game was designed using the following model:

MULTI-ETHNIC POLITICAL SYSTEM


ETHNIC GROUP DEMANDS AND SUPPORTS
(What is the nature of them?)
THE POLITICAL SYSTEM
(How is this affected?)
POLICY OUTPUTS
(Do they meet the demands?)

You should become familiar with the model before playing the game. You might also want to use the model when debriefing the game with the players.

Players are members of the multi-ethnic society of ZABROS. There are four ethnic groups in ZABROS, each one living in a separate region of the country.

follow during the game. These strategies are in the form of demands that can be presented to the senate of the nation. Each group also has ZABROS power cards. The power cards represent the relative power of each ethnic group in the political system at the beginning of the game. Each group will also need a set of Demand Forms. These are used to submit and record demands. These forms are later presented to the senate for a vote.

How do you set up the game for playing?

To set up the game a number of tasks must be accomplished. Copies of the profiles and strategies must be duplicated so that each player will have the profile and strategy that corresponds with his or her ethnic group. Each person must also have a copy of the rules. In addition 100 Zabros power cards must be put together. These can be made from poster board, or you can use playing cards or poker chips. You should also duplicate 30 or 40 copies of the Demand Form. The Zabros map and the initial power card distribution should be drawn on a black board or displayed so that everyone can see both of them during the game. The room should be divided into four sections, and posters should be made to identify the location of each group in the room. If possible, there needs to be open space in the middle of the room for bargaining proper. If you think it helpful, each group can enhance its ethnic identity by wearing the same clothes, making a regional flag, developing mottos, etc.

The game works best with 15 to 25 players, although it can be played with as few as 4, or as many as 35 or 40. With larger numbers of players decision-making and bargaining are more difficult and the noise factor can become a problem.

Each ethnic group should have a minimum of 3 players. The Obos have the fewest number of players of any group. The Boros should have the most. A basic guide in distributing the players is given below for a group of 25 players showing where additional players might be. Remember that there should be an odd number of players in each group if possible.

25 players	26 players	28 players	30 players
5 Zabos	5 Zabos	7 Zabos	7 Zabos
7 Abas	7 Abas	7 Abas	9 Abas
8 Boros	9 Boros	9 Boros	9 Boros
5 Obos	5 Obos	5 Obos	5 Obos

If there are more than 30 players you might create a subgroup of Boros. These Boros would be the Separatist group with the same goals as the regular Boros except that they would want change and improvement to come about more quickly. Call them the Separatists. With more than nine players in a group, decision will not come quickly and all players will not get involved. If you have over 30 players you should consider setting up the Separatist group.

For example: 35 players would include

7 Zabos
7 Abas
9 Boros
5 Obos
7 Separatists

What is the order of play?

1. Players receive their ethnic group tags and form their groups.
2. Players read profiles and go over the rules with the game director. The game director explains the map and power card distribution.
3. Players meet with ethnic group members and decide on a general strategy for the game.
4. Continuous voting rounds take place until the time limit set by the game director has expired.

VOTING ROUND PROCEDURES

a. Each group can submit one demand to the senate per round by submitting a Demand Form to the game director.
b. The Boros or Obos can use terror at this point if they wish (after one full round has been completed).
c. A 5 minute bargaining session occurs where ethnic group members attempt to get votes for or against the demands.
d. Voting takes place on the demands. Majority rules within each ethnic group. If a majority of the Zabos vote for a demand, all of their votes (50 at the beginning) would go in favor of the demand. It takes 51% of the votes to pass or fail a demand.
e. If power cards need to be exchanged this is done. The game director reminds the players of the demands passed and the demands that have failed. Then a new voting round begins.

5. Debriefing the game - Players discuss the game in two distinct ways:

a. First, each group tries to make a case that it did the best job in meeting its goals. This is important since that is the object of the game. You can vote to see who did the best job or just declare a winner as the game director after hearing the discussion.
b. Using the questions in the debriefing section, the players examine and analyze the factors involved in ethnic conflict.

What do the players do during each step of the order of play?

1. Players receive tags and sit in the area of the room designated for that ethnic group.
2. Players read profiles and rules. Ask questions so that they understand the game objectives and procedures.
3. Players meet with other ethnic group members and plan their game strategy using the strategy information provided on the profiles.
4. During the voting rounds players will help their group write demands. In this phase players discuss which demand should be submitted and how it should be written. Each ethnic group may have one person who confers with other ethnic groups if the other groups agree. NOTE: There must be one person only and not one person for each of the other ethnic groups. Then each player votes for or against the submission of the demand. Once again, the majority rules.
   Once demands are submitted to the game director, the director asks if there are any terrorist moves. At this point a spokesman from either the Boros or Obos would stand and respond yes or no, depending on what the group had decided while making a demand. Again, terror requires a majority decision of the ethnic group.
   During the bargaining period players try to get members of other groups to vote their way. This occurs by individual discussion or in small group meetings. This session can get noisy and the game director may structure the session by making players sit before talking, limiting conversations to one-to-one, or by using written messages as a form of communication.
   In the actual voting on the demand each group is seated and the members write their votes on a scrap sheet. The votes are tallied by a member of the ethnic group and the results are reported to the entire group. The game director records the total votes on the board to determine whether the demand was approved or rejected.
5. In this part of the game players explain why their group was successful in meeting their group's goals. They try to make a case that, given the circumstances and the nature of their group, they deserve to win because they did the best job of meeting their goals. Throughout the game the game director must remember to emphasize to the players that the group that has the most power cards is not the winner. Any group has an equal chance of winning by doing its best in the time given.

How does the game end?

The game doesn't end until the end of the debriefing session.

Once the voting round time limit has expired, each group is given 5 to 8 minutes to make a case that it did the best job of meeting its goals during the voting rounds. After each group has made a presentation, 10 minutes can be taken for individual statements and challenges to what each group presented. The game director can decide who won, although that is not the purpose for the discussion. The purpose is to help the players understand the position each ethnic group holds in the game.

The second part of the debriefing session: Here the game director should use any of the questions to get the players to analyze their behavior and to discuss the factors related to ethnic conflict in society.

PROFILE - ZABOS

You are a Zabo. The country of Zabros gets it name from your ethnic group. You have been the major group responsible for the unification of the four regions of the country into one nation. The nation's capital city is in the Zabos region, as well as most of the government offices and jobs. The only two universities in the country are in the Zabos region. Your language is the official language of the nation and must be spoken to get a government job. Your region does not contain heavy industry like steel, but it is the home of many "white collar" businesses such as computer firms and research firms. Your group controls the government and you feel things should stay that way. Your group only makes up 10% of the population but your group makes more money than anyone in the three other ethnic groups. You are called "state nationalists." This means that your loyalties are more towards the nation and government and less toward the ethnic group to which you belong. Your ethnic customs are not important - what is important is the protection of the nation and the government, in which you are the most powerful group. Your goal is to maintain control of the government and to control what other groups can and cannot do. You might give up some power to keep the other groups happy but you do not want to lose control of the government.

STRATEGIES

You might demand that each region have a university but insist that your language be the only language spoken in those schools.
You might demand that each region have a university as long as your region has two more universities than the others.
You might demand that the senate can never allow other regions to have radio, television or newspapers unless the Zabos agree.
You might demand that no demands be passed in the senate without Zabos approval.
You might demand that all government offices be filled by Zabos.
You might demand that money be spent to increase cultural and ethnic holidays in the regions but that Zabos holidays be the only national holidays.
You might demand that the government furnish aid to the Obos if they let the Zabos set food prices.

You will avoid all possible attempts to take away your control of the government. Remember, you can make any specific demands which reflect the goals stated in your profile.

PROFILE - ABAS

You are Abas. The Abas are the third largest ethnic group in Zabros according to the latest population figures. You make up 20% of the population. You live in a section of the country noted for its mineral wealth. However, much of that wealth has been used and no longer exists. Years ago you were a strong ethnic group with your own special language, culture, and customs. But now that your group has lost its mineral wealth, you along with most other Abas speak the language of the Zabos because you need to speak Zabos in order to get good jobs and become more active in the government of the country.
For much of your history your people have been workers in the mines but now there is a great need for education so that your people can hold the better "white collar" jobs that Zabos now hold. You have no universities in your region. Your group prefers to send all students to Zabos schools located in the Zabos region. You are the middle class of Zabros. Your people are for the most part satisfied with their jobs, families and place in society, but you would like to be as rich as the Zabos. You are called "social ethnics." You have a limited commitment to your ethnic heritage. You do participate in ethnic holidays, clubs, dances, and parades, but you would never let your ethnic practices interfere with contact and friendship with members of other ethnic groups. Specifically, your goal is to gain some of the power the Zabos have while remaining friendly with the Zabos if possible. You want to maintain good relationships with the group in power and you want to get better jobs and more of the government jobs.

STRATEGIES

You might demand that there be the same percentage of Abas in the university as there is Zabos.
You might demand that the government provide loans so that Abas can go to college and get degrees.
You might demand that more and more government jobs be filled by Abas.
You might demand that money be invested by the government to start white collar industries, like computer firms, in your region.
You might demand that Zabos be taught to all people in the country as soon as possible.
You might demand that the transportation systems between the Abas region and the Zabos region be improved.
You might demand that Zabos and Abas be the only groups allowed to hold government jobs.
You might demand that only the Abas and Zabos be allowed to participate in the senate.

Remember: You can make any specific demands which reflect the goals stated in your profile.

PROFILE - BOROS

You are Boros. Your group is the largest ethnic group in the country making up 40% of the total population. The Boros live in the central region of the country. Your region has just undergone rapid industrialization. That means that many new factories are being built and many people are moving to the cities of the region. This also means that lots of money is being invested in your region. This has been the result of the building of a seaport and a canal system linking the Boros region with the other three regions of Zabros. Your lives are changing rapidly. Yet your ethnic heritage and identification is very, very important to you. You are called "ethnic nationalists." That means you place your ethnic group ahead of the nation. You do not feel loyality to the nation. Your loyality rests first with your ethnic group. Religion is an important part of your ethnic heritage. In addition, your group speaks only the Boros language. In fact, your group has made rules that restrict the use of other languages, especially Zabos, within the Boros region. If a person wants to learn the Zabos language he or she must go to high school.

You and your people prefer to keep to yourselves, especially when marriage and friendships are concerned. Your group's strong ethnic identity combined with your improved economic conditions is leading your group in the direction of complete control over your own region from the government down to the education system. You want your own university. You want control over all education in your region. Your major goal is to gain more power in the government so that you will have more control over your own region. In fact your group feels so strongly about having local control that many people want to form their own separate nation called BOROLAND.

STRATEGIES

You might demand that all instruction in the schools of your region be in the Boros language.
You might demand universities equal to those in the Zabos region.
You might demand schools that will train adults and workers.
You might demand that the government support the development of industry in your region by backing all loans.
You might demand that the Boros have complete control over their industries, and that includes prices.
You might demand that the Boros people have their own radio, T.V. and newspapers.
You might demand that regional government offices be set up and that all decisions in these offices be made by Boros people.
You might demand that your group be given a bigger vote in the senate.
You might demand that your ethnic holidays become national holidays.

Remember: You can make any specific demands which reflect the goals stated in your profile.

PROFILE - OBOS

You are Obos. Your group makes up 25% of the population of Zabroc. You live in the poorest section of the country. Most of you are rural farmers and make your living by growing wheat and vegetables. You are considered by the other ethnic groups to be the lower class of the nation. Without the aid of the government through welfare programs and aid to farmers many of your people would die. Therefore, your people are loyal to the government because they must be, not because they want to be.

You are called "communal ethnics." Your community practices and beliefs are based on ethnic customs and practices. There is no difference between community life and ethnic life. You feel a very strong attachment to each other and prefer to be with other Obos. You are willing to associate with other ethnic groups only when necessary to get something you need. Your group is not at the present time interested in the government or the nation except when programs that will benefit Obos are considered.

Because of the changes in Boros which is next to Obos many of your people are working there and are beginning to think like the Boros. Therefore many of you are becoming convinced that Boros and Obos should be self-governing and not controlled by the national government.

There is no university in Obos; it is the most poorly educated region in the nation. 25% of your people cannot read or write and the government does not at the present time provide aid for education. Your goal is to maintain government aid programs. In fact you want government aid for education and you want the government to make sure your people are never hungry. You practice a religion that is not recognized by the government and you want that changed.

STRATEGIES

You might demand technical and vocational schools for your region.

You might also demand a university but not until you have the other schools.

You might demand that the government give you a radio station operated by Obos for Obos.

You might demand that your language be protected and that the government guarantee that people speaking the language will not be denied jobs.

You might demand that the government start programs that will provide fertilizer and seed for all farmers in the region.

You might demand that prices be set on food that will assure the farmer he will make money on his crops.

You might demand money from the government to support ethnic heritage programs and events.

Remember: You can make any specific demands which reflect the goals stated in your profile.

RULES - COPING

1. Each ethnic group starts the game with a predetermined number of Zabros Power Cards. Each card equals 1% of the vote in the Zabros senate. There are a total of 100 Zabros Power Cards. At the beginning of the game the Cards are distributed as follows:

   Zabos have 50 Zabros Power Cards or 50% of the votes in the senate.
   Abas have 22 Zabros Power Cards or 22% of the votes in the senate.
   Boros have 20 Zabros Power Cards or 20% of the votes in the senate.
   Obos have 8 Zabros Power Cards or 8% of the votes in the senate.

2. Any ethnic group can submit 1 demand to the senate during each voting round.

3. To submit a demand it must be written on a Demand Form and before it is submitted to the director it must be approved by a majority of the members in that ethnic group. Each demand must state how many Zabros power cards the demand will be worth and from what other ethnic group or groups those Zabros power cards will be taken.

4. Once a demand is presented to the senate it may not be changed.

5. Once the demands have been presented to the senate, the players have 5 minutes to convince other players to vote for or against the demands. The game director can make rules that govern how this bargaining will take place.

6. The voting will be done by secret ballot unless an ethnic group calls for open voting.

7. When voting each member of an ethnic group has an equal vote (one person-one vote) within that group. The majority decides whether that group's votes will be placed in favor of the demand or against the demand. For example, if one ethnic group has 15 Power Cards and 7 players and 4 players vote for a demand, the 15 votes represented by the Power Cards would be placed in favor of the demand.

8. The senate is composed of all members of all the ethnic groups represented. All votes are decided by a majority vote of the senate. In other words, a demand that receives 51% of the vote in the senate would pass.

9. Terrorism can be used by either the Boros or Obos after the first complete round of play. A terrorist move can only be made directly after the Demand Forms have been presented to the game director. Terrorism takes a majority vote of the group using the terror.

10. Once terror has been used, all bargaining and voting in that round stops. The terrorist may make a statement. Using terror costs the terrorist group 2 Power Cards for the next two rounds.

11. If terror is used twice in a row the dominant group (most likely the Zabos) must repress the terror by using 5 Power Cards. One Power Card must be given to the terrorist group and the other four cards can not be used for the next two rounds of voting.

12. While each ethnic group is writing demands it may send one person as a messenger to the other groups if any of those ethnic groups wish to receive a messenger for discussions.

demand form

WE the ______________ DEMAND ____

____

____

____

THIS DEMAND IS WORTH ______ ZABROS POWER CARDS.

THESE CARDS WILL COME FROM THE ______________________________________.

- -

WE the ______________ DEMAND ____

____

____

____

THIS DEMAND IS WORTH ______ ZABROS POWER CARDS.

THESE CARDS WILL COME FROM THE ______________________________________.

demand form

NAME TAGS

ZABOS	ZABOS
ABAS	ABAS
BOROS	BOROS
OBOS	OBOS

Title DEBRIEFING

Objectives

To discuss the interaction of players in the game

To draw analogies to ethnic conflicts that exist in today's world

Time 1 Class Period

Questions

1. Why did you vote the way you did?
2. How did you feel about being a Zabo, a Boro, an Aba, an Obo?
3. How did leaders develop in each group?
4. Which ethnic group do you feel was in the "best" position? Why?
5. If you could have been a member of any of the four groups, which one would you prefer? Why?
6. Do you think the game was like the real world?
7. What parts of the game seemed unrealistic to you? Realistic?
8. How could we find out more about ethnic conflict?

ETHNICITY AND GLOBAL ISSUES

Ethnic Heritage Studies Project

An Experimental Unit

Developed by Gary R. Smith

Prepared by the Center for Teaching International Relations

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ETHNICITY AND GLOBAL ISSUES

Teacher's Introduction

There are many global issues that could be included in this unit that relate to ethnicity: conflict, interdependence, and communication, to name a few. We have chosen to deal with only two. Part I, POPULATION AND MEXICAN MIGRATION, has students consider the implications of population growth for future immigration policy in the United States. Groups of students are asked to construct an immigration policy for Mexicans entering the United States in the year 2000 based on their own values and on the probability that Mexico's population will increase much more rapidly than that of the U.S. in the near future.

Part II, COMPARING ETHNIC GROUPS AND NATIONS, asks students to sort out and rank in order of importance key characteristics of national minorities in the world today. Five ethnic minorities are used as case examples: Catholics in Northern Ireland, Armenians in Turkey in the early 20th Century, Brazilian Indians, Turks in Cyprus, and Spanish Basques. If the implied goals of this part of the unit are achieved, then students should recognize that ethnic minorities exist in larger societal contexts, regardless of time and space, and in becoming aware of what problems these groups share, they should also recognize that U.S ethnic groups are not entirely unique when compared with other nations' ethnic groups.

The activities in this unit are student-centered. It is intended that students complete all of the activities as they are carefully sequenced.

OVERVIEW OF ACTIVITIES:

PART I - Population and Mexican Migration

53. TWO PROJECTIONS - Students examine rapid population growth in Mexico and hypothesize about its effects on the Mexican-American community in the United States and on future U.S. immigration policy.

54. RE-EXAMINING IMMIGRATION POLICY (Rejoinder to "Who Should Immigrate?" activity in ETHNICITY AND ME unit.)

55. CONSTRUCT YOUR OWN POLICY - Small groups construct an immigration policy for Mexicans entering the U.S. in the year 2000 (culminating activity for Part I).

PART II - Comparing Ethnic Groups and Nations

56. FIVE CASES - Five short readings from which students gather data on shared problems of ethnic groups around the world are included.

57. COMPARING CASES - Students compile and evaluate shared characteristics of the five groups.

PART I: POPULATION AND MEXICAN MIGRATION

Title TWO PROJECTIONS

Introduction

How might population growth in Mexico affect the lives of Mexican-Americans living in the United States? How might it affect future immigration policy in the United States? In this activity you will have an opportunity to hypothesize about this significant transnational issue.

Objective

To make hypotheses about the implications of population growth in Mexico for future immigration policy of the U.S. and on the Mexican-American community in the U.S.

Time 1 class period

Procedure

Step 1: On a separate sheet of paper list all the reasons you can think of that Mexicans migrate to the United States. (For example: money, jobs, relatives, etc.)

Step 2: Compare your list with the lists of others in your class. Add any reasons you failed to think of in Step 1 to your list.

Step 3: Read "Population Growth: Two Projections."

Step 4: Answer the following questions on the sheet of paper you used in Step 1.

(1) Make at least two hypotheses about what might happen to Mexican-U.S. migration given the two projections.
(2) What hypotheses seem to be undesirable? What might be done about these possible undesirable consequences of Mexico's population growth vis-à-vis U.S. projected growth?
(3) What effects could this population growth have on Mexican-Americans living in the U.S.?

Population Growth: Two Projections

MEXICO: Current population (1970 census) = 51 million. The Mexican government has only recently lent its support to family planning programs. No sudden changes in the birth rate of the Mexican people can be expected. The number of Mexicans will at least double by the year 2000, meaning a total population figure of 102 million. By 2025, given current rates, the population will be around 198 million.

UNITED STATES: Current population = 206 million. At current fertility rates the U.S. will increase its population by 20%, making a total of 250 million people by 2000. However, current *trends* in fertility (fertility has steadily declined in recent years) would mean that U.S. population would peak at 247 million in 2020, when it would begin to fall, reaching 227 million by the year 2050

Title RE-EXAMINING IMMIGRATION POLICY

Introduction

In the unit ETHNICITY AND ME you were given an opportunity to express your feelings about U.S. immigration policy in an activity entitled "Who Should Immigrate?" In the following activity you are asked to reassess your views, given the two projections and your thinking in the previous activity, "Two Projections."

Objective

To compare your answers on "Who Should Immigrate?" with a similar survey on Mexican migration.

Time 1 class period

Procedure

Follow instructions on sheet entitled "Immigration Policy: A Reassessment."

Immigration Policy: A Reassessment

Evaluate each of the following criteria which might be used to determine whether or not an immigrant from Mexico might be allowed to enter this country:

A. The candidate for immigration should already speak English.

B. The candidate should be able to read and write his native language even if he cannot speak English.

C. The candidate should never have committed a felony (serious crime) in his native country.

D. The candidate should be given special consideration if he has tried to overthrow an autocratic government and is being persecuted for this political activity.

E. The candidate should never have been involved in subversive activities in his native country.

F. The candidate should be given special consideration because Mexico is a poor country, comparatively.

G. The candidate should be given special consideration if he has been educated in the U.S. and has friends or relatives here.

FOLLOW UP: Compare your judgment on the items above with those you made in the WHO SHOULD IMMIGRATE? activity from the unit ETHNICITY AND ME. Are there significant differences between the two questionnaires? How would you account for the differences? What additional criteria do you think should be listed above given the population projections and the hypotheses you made in this activity? Would you say that immigration policy should depend on the country of origin and its situation in the world today? Do you think it would be fair to discriminate among countries in determining immigration policy just because a particular country has a high birth rate?

Title CONSTRUCT YOUR OWN POLICY

Introduction

Using the work you've already done in the first two activities of this unit, you are now given the opportunity to construct what you think is a reasonable immigration policy towards Mexico and Mexicans.

Time 1 class period

Objective

To construct a ten to twelve point immigration policy based upon your assessment of the projections of population growth and upon your personal values.

Procedure

Step 1: Get together with at least 2 other students, not more than 3, however.

Step 2: In this group outline a 10 or 12 point immigration policy for Mexicans entering the United States in the year 2000. Use your responses to "Immigration Policy: A Reassessment" to help you.

Step 3: Evaluate your group's policy using the following criteria:

A. Can the policy be enforced?
B. How much will it cost to enforce it?
C. What effect will the policy have on individual freedom of choice? For Mexicans? For people in the United States?
D. How discriminatory is the policy toward certain groups of Mexicans?

Step 4: Propose your policy to the rest of the class. Work out a three minute argument in favor of your policy.

Step 5: After you have presented your program and have listened to others in your class present theirs, do you have any changes to make in yours?

PART II: COMPARING ETHNIC GROUPS AND NATIONS

Title FIVE CASES

Introduction

Several of the activities in this Ethnic Heritage Studies curriculum have emphasized the importance of transnational ties in the maintenance of ethnic identity. In this activity you will be exposed to a different dimension of transnational ethnicity--the fact that most societies have ethnic minorities. Are there shared problems and characteristics among ethnic groups regardless of where and when they exist?

Objective

To collect similar data on five ethnic groups related to their existence within a national context.

Time 1 class period

Procedure

Read the five case studies. As you read, jot down any similarities you run across among the five ethnic groups. For example: religious persecution, absence of political power, etc.

The readings have been removed by ERIC due to copyright laws.

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*Readings 1,2,4, & 5 were taken from ISSUES TODAY, Vol. 2, No. 4, Oct. 15, 1969, "What Solutions for Dealing with National Minorities?", pp. 14-21.

*Reading 3 was taken from Newsweek, July 3, 1972, "Brazil's Vanishing Indians."

Title COMPARING CASES

Objective

To compare treatment and positions of ethnic minorities in a cross-national context.

Time 1 class period

Procedure

Using the following coding system, place the numbers of the ethnic minority groups by the statements that apply to them. More than one ethnic group can be applied to a statement, of course.

1 - Catholics in Northern Ireland
2 - Armenians in Turkey
3 - Indians in Brazil
4 - Turks in Cyprus
5 - Spanish Basques
6 - Blacks in the United States

_______________have been past victims of genocide

_______________were militarily conquered

_______________are numerically smaller than the majority of the country

_______________are ethnically different from the majority

_______________are socially separated from the majority

_______________are economically poor compared with the majority

_______________are religiously different from the majority

_______________live in areas separate from the majority

_______________speak a different language from the majority

_______________have their own distinct political party

_______________have, in addition, the following characteristics:

1. Which of the above items are most commonly shared among the six ethnic groups?

2. Which of the above items do you think are the biggest contributing factors to ethnic discrimination? Can you explain why?